

## RINGKASAN

### PENGARUH PELATIHAN PENGUNAAN PROGRAM *MICROSOFT POWERPOINT* TERHADAP KEMAMPUAN GURU (SEBAGAI *OUTPUT*), SERTA PERHATIAN SISWA KELAS VIII (SEBAGAI *OUTCOME*) DALAM PROSES PEMBELAJARAN DI SMP KRISTEN PETRA 5 SURABAYA

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Selama ini SMP Kristen Petra 5 belum mengoptimalkan pembelajaran secara multimodal. Padahal pembelajaran multimodal memungkinkan siswa menerima informasi lebih dari satu bentuk modalitas, baik berupa teks, narasi, animasi, ilustrasi, maupun model visual. Pembelajaran multimodal membuat perhatian siswa lebih meningkat melalui interaksi secara kognitif dengan model visual seperti multimedia, hipermedia, maupun robot simulator. Melalui penggunaan program komputer maka guru memiliki kesempatan untuk meningkatkan kemampuannya sebagai desainer pembelajaran.

Tujuan penelitian ini menganalisis pengaruh pelatihan penggunaan program *Microsoft PowerPoint* terhadap kemampuan guru dalam meningkatkan perhatian siswa kelas VIII SMP Kristen Petra 5 Surabaya. Selain itu penelitian ini juga menganalisis objek perhatian dan subjek perhatian.

Rancangan penelitian adalah pra eksperimental yaitu penelitian yang mencari hubungan sebab akibat dari suatu gejala atau kejadian yang ada.

Sampel penelitian ini adalah 10 guru dan 262 siswa kelas VIII. Kesepuluh guru tersebut terdiri dari guru tetap maupun guru tidak tetap. Sampel siswa merupakan populasi siswa kelas VIII.

Variabel independennya adalah kemampuan guru sebelum diberi pelatihan penggunaan program *Microsoft PowerPoint*. Kemampuan meliputi ranah kognitif, afektif, dan psikomotorik. Sedangkan variabel dependennya adalah kemampuan guru setelah diberi pelatihan penggunaan program *Microsoft PowerPoint*.

Teknik analisis yang dipakai adalah uji t berpasangan, dengan tingkat signifikansi ( $\alpha$ ) = 0,05. Analisis tersebut berdasar hasil alat pengolah data yaitu program *Microsoft Excel* dan program SPSS versi 14,0.

Hasil penelitian menunjukkan bahwa, pertama pelatihan penggunaan program *Microsoft PowerPoint* mempengaruhi kemampuan baik kognitif, afektif, maupun psikomotorik guru dalam proses pembelajaran. Kedua, penggunaan program *Microsoft PowerPoint* dalam proses pembelajaran mempengaruhi perhatian siswa. Selain itu, hasil penelitian menunjukkan bahwa salah satu dari keempat aspek objek perhatian mendapat penilaian lebih baik dari populasi siswa. Sedang untuk keempat aspek subjek perhatian mendapat penilaian yang sama dari populasi siswa.

Manfaat dari penelitian yaitu dapat memberi kontribusi berupa hasil penerapan ilmu di Program Pengembangan Sumber Daya Manusia Pasca Sarjana Universitas Airlangga Surabaya. Secara praktis hasil penelitian ini dapat diimplementasikan di lingkungan SMP Kristen Petra 5 dan yang berimplikasi dengan PPPK Petra Surabaya dalam mengambil kebijakan.

Keterbatasan penelitian ini adalah: pertama, tidak ada kelompok kontrol. Kedua, waktu yang tersedia untuk pelatihan hanya 2 kali pertemuan, sehingga dimungkinkan kurang optimalnya guru dalam persiapan PBM menggunakan program *Microsoft PowerPoint*. Ketiga, tidak semua aspek perhatian diolah secara

*crosstab*, melainkan hanya beberapa aspek perhatian saja yang dipandang cukup mewakili dari segi karakteristiknya.

Dengan demikian dapat disimpulkan bahwa terbukti ada peningkatan kemampuan guru dalam proses pembelajaran serta ada peningkatan perhatian siswa kelas VIII dalam proses pembelajaran di SMP Kristen Petra 5 Surabaya.

## SUMMARY

### THE EFFECT OF *MICROSOFT POWERPOINT* TRAINING PROGRAM TOWARD THE CAPABILITY OF THE TEACHERS (AS AN *OUTPUT*), AND THE ATTENTION OF THE GRADE VIII STUDENTS (AS AN *OUTCOME*) IN LEARNING PROCESS IN PETRA 5 CHRISTIAN JUNIOR HIGH SCHOOL SURABAYA

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Petra 5 Christian Junior High School has not optimized the multimodal learning so far. The multimodal learning enables students to receive information using more than one type of modality, such as texts, narratives, animations, illustrations, and visual models. The multimodal learning enhances the attention of students through a cognitive interaction with visual models such as multimedia, hypermedia, or robot simulator. By using computer programs, teachers have the opportunity to enhance his/her capability as learning designers.

The objective of this research is to analyze the effect of the *Microsoft PowerPoint* training programs toward the capability of the teachers in enhancing attention of the grade VIII students in Petra 5 Christian Junior High School. This research also analyzes the object and the subject of attention.

The research methodology is pre-experimental which is a research seeking the causal relationship of a phenomenon or an event.

The samples of this research are 10 teachers and 262 grade VIII students. Those ten teachers are permanent as well as temporary ones. The samples of the students are the population of grade VIII students.

The independent variable is the capability of the teachers before attending the *Microsoft PowerPoint* training program. The capability includes the cognitive, affective, and psychomotor domains. And the dependent variable is the capability of the teachers after attending the *Microsoft PowerPoint* training program.

The analysis technique used is the paired t test, with significance level ( $\alpha$ ) = 0.05. This analysis is based on the result of the data processing instruments namely *Microsoft Excel* program and SPSS program version 14.0.

Firstly, the result of this research reveals that the *Microsoft PowerPoint* training program influences the cognitive, affective, or psychomotor capabilities of the teachers in the learning process. Secondly, the application of *Microsoft PowerPoint* program in learning process influences the attention of the students. The result of this research also reveals that one of the four aspects of the attention objects gets a better assessment from the student population. While the four aspects of the attention subjects get an equal assessment from the student population.

The advantage of this research is to contribute an application of science in the Post Graduate Program of Human Resources Development in Universitas Airlangga Surabaya. Practically the result of this research can be implemented in Petra 5 Christian Junior High School and implicitly influence the PPPK Petra Surabaya in making a policy.

The limitations of this research are: first, there is no control group. Second, the time available for training is only 2 meetings, so there is a possibility that teachers did not prepare the PBM using *Microsoft PowerPoint* program optimally. Third, not all observation aspects are processed using *crosstab*, only some aspects which are considered characteristically representative enough.

Conclusively, it is proven that there is an enhancement in the capability of the teachers in the learning process and there is an enhancement in the attention of the grade VIII students in the learning process in Petra 5 Christian Junior High School Surabaya.

## ABSTRACT

THE EFFECT OF THE *MICROSOFT POWERPOINT* TRAINING PROGRAM TOWARD THE CAPABILITY OF THE TEACHERS (AS AN *OUTPUT*), AND THE ATTENTION OF THE GRADE VIII STUDENTS (AS AN *OUTCOME*) IN LEARNING PROCESS IN PETRA 5 CHRISTIAN JUNIOR HIGH SCHOOL SURABAYA

WIDDY ENDRAYANTO

This research aims to analyze the effect of the *Microsoft PowerPoint* training program toward the capability of teachers in enhancing the attention of the grade VIII students in Petra 5 Christian Junior High School. This research also analyzes the object and the subject of attention.

The samples of this research are 10 teachers and 262 grade VIII students.

The research methodology used is pre-experimental using paired t test analysis technic with significance level ( $\alpha$ ) = 0,05

This research shows that the *Microsoft Powerpoint* training program influences the cognitive, affective, or psychomotor capability of the teachers in the learning process. While the use of *Microsoft Powerpoint* program in the learning process influences the attention of the students. The result also reveals that one of the four aspects of the attention objects gets a better assessment from the student population. And the four aspects of the attention subjects get an equal assessment from the student population. This research recommends that teachers should train themselves in order to enhance their capability. Afterwards advance training can then be offered to the teachers. If the stages are not arranged like that then there will be many disadvantages.

The limitations of this research are the absence of control group, the infrequency of training, and not all aspects of attention are processed using *crosstab*.

Key words: *training, cognitive, affective, psychomotor, capability, attention.*